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CALIFORNIA STATE ALLOCATION BOARD  
FULL-DAY KINDERGARTEN  
FACILITIES GRANT PROGRAM  
STAKEHOLDER MEETING

ZIGGURAT AUDITORIUM  
707 3RD STREET  
WEST SACRAMENTO, CALIFORNIA 95605

DATE: TUESDAY, AUGUST 28, 2018

TIME: 1:01 P.M.

Reported By: Peter Petty  
eScribers

1 APPEARANCES:

2 REPRESENTATIVES OF THE DEPARTMENT OF GENERAL SERVICES, OFFICE  
3 OF PUBLIC SCHOOL CONSTRUCTION (OPSC) PRESENT:

4 MICHAEL WATANABE, Chief, Program Services

5 BRIAN LAPASK, Policy & Operations Manager, Program Services

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P R O C E E D I N G S

MR. WATANABE: Good afternoon. Today is August 28, 2018. This is our first stakeholder meeting for the Full-Day Kindergarten Facilities Grant Program. A little housekeeping before we get started.

There's two exit doors in the back of the room, two on the sides if we need to leave. If there's a fire drill, go out to the Riverwalk on the back patio and just hang out there till the all clear is given.

Bathrooms are out the back doors and to your left. There's also vending machines around the corner down the long hallway.

As a reminder, this meeting is being webcast and transcribed. If you have a question, please hold off for a minute. Lisa Jones or someone from OPSC will run a mic over to you before we answer those and Brian and I will try to repeat it if we can.

From the meeting standpoint, Brian and I are going to walk through the concepts of OPSC's interpretation, kind of our proposal for running the program. If a concept's not clear as we're walking through it, feel free to ask a question at that point, but we'll try to save actual discussion towards the end if you want to propose other ideas for criteria or priority points or what have you.

1           We're scheduled for three hours today. If we need  
2 a break halfway, we can do that. We'll just kind of play  
3 that one by ear, and then as a reminder, if you're watching  
4 by webcast, if you have any follow-up comments that you'd  
5 like to pass on to OPSC, feel free to email Brian and I.  
6 Our email addresses I believe are on the notice and they're  
7 also on OPSC's website.

8           All right. Any questions before we get started  
9 today? All right.

10           So as I mentioned, we're here to discuss OPSC's  
11 approach criteria for eligibility and funding of the  
12 Full-Day Kindergarten Facilities Grant Program. As a little  
13 bit of background for those not familiar with it, Assembly  
14 Bill 1808 adds Education Code 17375 to the statutes and was  
15 signed by the Governor on June 27th of 2018.

16           And what this program does is it allows school  
17 districts that lack facilities to provide full-day  
18 kindergarten to apply for one time grants to either  
19 construct new classrooms or retrofit existing classrooms for  
20 the purposes of providing full-day kindergarten.

21           As part of the 2018-2019 Budget Act, 100 million  
22 was provided to this program, full-day kindergarten. These  
23 classes that you're building and retrofitting, they must  
24 satisfy the requirements in Title 5. This is specified in  
25 statute that they do this, specifically, California Code of

1 Regulations Section 14030, paragraph 2, subdivision H.

2 For the purpose of this program, Education  
3 Code 8973 defines full-day kindergarten as four hours or  
4 longer of classroom time and that exclusive of recess time.

5 For your convenience as part of the item, on  
6 Attachment A, we've put all the statutes added for the  
7 program. We've also put references to Title 5 Section and  
8 the Education Code for full-day kindergarten.

9 So I'm on the bottom of page 1. We'll start off  
10 with how staff's interpreting this program.

11 For the purposes of this program, only school  
12 districts may apply, as opposed to the School Facility  
13 Program where statutes expressly allow or define school  
14 districts as school districts, county offices of education,  
15 CDE in terms of California School for the Deaf and Blind.  
16 Those are not expressly stated in this statute, so we  
17 believe only school districts are allowed to apply for this  
18 program. That also excludes charter school entities.

19 On page 2, you'll see the funding available for  
20 the program. So 100 million was allocated. Up to 2 and a  
21 half million is available for the Department of General  
22 Services to actually administer the program. If you've been  
23 following vacancies, OPSC's actually in the process of  
24 hiring four staff now to run this program. So hopefully,  
25 those staff will be onboard shortly.

1           That leaves 97.5 million for this program. OPSC's  
2 proposing that we do it in two rounds. This is -- the start  
3 date's going to be depending on how fast we can get  
4 regulations going, but assuming they can be live by  
5 January 1st, we first start accepting applications on  
6 January 2nd with the round closing on January 31st and put  
7 about a third of the money, 37.5 million, for that first  
8 round.

9           If we receive the apps in January, in theory, we'd  
10 process those apps, take them somewhere around May, June to  
11 the State Allocation Board meeting.

12           Second round would overlap slightly. We'd accept  
13 applications May 1st through May 30th of 2019 and the  
14 remaining balance of 60 million would be applied there.

15           If we don't receive enough applications in the  
16 first round for that 37.5-, we'd roll it into the second  
17 round. We'll also propose to the Board that that second  
18 round of apps, we hold onto those applications for 18 months  
19 and just keep funding down the order to use up all the  
20 money.

21           If at the end of two rounds, we still don't have  
22 enough applications, we could consider a third round, but  
23 the idea is that all the cash has to be encumbered within  
24 three years. Anybody not funded during a particular round,  
25 we will send back your applications. You are welcome to

1     apply for a future round, though.

2                 So the project criteria, the intent of the program  
3     is to increase the number of kindergarten classrooms --  
4     actual kindergarten classrooms as they meet Title 5 on a  
5     school campus. It is not for growth. You could also  
6     retrofit existing classrooms.

7                 Let's say you have kids housed in a classroom  
8     that's designed for a first grader and you need to retrofit  
9     those to add counter space or toilets designed for  
10    kindergarten. The retrofit aspect of the program would  
11    allow for that.

12                Another criteria for the program is that you lack  
13    the facilities on your campus, but you have kindergarten  
14    kids there. So what we will ask as part of the application  
15    process is that you show us what your current enrollment of  
16    kindergarten is on the campus, your current kindergarten  
17    classroom inventory so we can compare those. We'll ask for  
18    a site map kind of showing where all those classrooms are on  
19    your campus so we can really see it for ourselves, and for  
20    this program, we're asking for a narrative to make sure that  
21    you're meeting the intent of the program.

22                We want to know what you're doing with  
23    kindergarten kids now, how many you're housing. Are you  
24    housing 50 kids, half day each, in one kindergarten  
25    classroom. Are you housing them in a non-kindergarten

1 classroom and what is your proposed project. Where are you  
2 going to end up after this project's done.

3 For the purpose of this program, I think statute  
4 reference is SFP. We'll load all classrooms at 25 pupils.

5 So on the bottom of page 3, we kind of have an  
6 example there. In this particular case, there's a school  
7 with a hundred kindergarten kids on the campus. This school  
8 before the project, what they're doing is they're running a  
9 half-day program, morning and afternoon, in two actual  
10 kindergarten classrooms.

11 So in this particular case, if they wanted to run  
12 full-day kindergarten, they are short two kindergarten  
13 classrooms. So we'd fund two under this program, 50 K-6  
14 pupil grants like in SFP. So that after the project, they  
15 can actually run four full-day kindergarten classrooms all  
16 day.

17 Another option for school districts, on the top of  
18 page 4, is to retrofit an existing classroom. So this is an  
19 example where they're in a first grade classroom. It's not  
20 technically a kindergarten classroom. This program allows  
21 you to retrofit that classroom to make it for this purpose.

22 Now, this program is for retrofitting. It's not  
23 for modernizing. You're doing this project to create a  
24 kindergarten classroom. You're not upgrading the other  
25 components of it.



1           Middle of page 4, project types. Kind of a  
2 summary of what's allowed and not allowed. So new  
3 construction, again, you're allowed to build new classrooms.  
4 New schools are not allowed. That's what the SFP is  
5 designed to build. You can acquire -- convert existing  
6 buildings into kindergarten classrooms. This program  
7 excludes portable classrooms. You can't buy those new.

8           Must be on an existing or an adjacent site. Site  
9 acquisition is allowed in this program. If you have an  
10 existing campus, the only way you can add a kindergarten  
11 classroom and say add some acreage next to the campus, you  
12 can do that, but it's for that site. And as a reminder,  
13 this new construction as well houses existing kindergarten  
14 classrooms -- or kindergarten students.

15           For retrofitting, another reminder you're  
16 retrofitting a classroom. You're not modernizing it. You  
17 cannot do portable replacement. Like-for-like replacement  
18 is allowed in the SFP modernization program but not in this  
19 program.

20           You could retrofit an existing portable. We're  
21 not quite sure how that would work. Perhaps you have a  
22 double-wide portable and you're breaking down walls to make  
23 it a giant kindergarten. The key is you still have to meet  
24 current Title 5 when you do that, though, when the project's  
25 completed.

1           As far as district match, similar to SFP. New  
2 construction projects are funded 50-50 state and district  
3 matching share. Retrofit projects, 60 percent state's  
4 share, 40 percent district's share.

5           For this program, you are allowed for financial  
6 hardship funding for all or some of your match. The  
7 qualification criteria is the same as it is under the School  
8 Facility Program. Same Phase 1 checklist we envision that  
9 you do now. Same documentation for determining what  
10 funding's available.

11           Middle of page 5, the application types. We're  
12 trying to move the money quickly. So the application types  
13 I'm about spell out apply regardless of whether you're a  
14 financial hardship district. Now, there's two types of  
15 projects we envision right now. Those with DSA approved  
16 plans, you're ready to go, you're construction ready, and  
17 those without DSA approved plans.

18           So on the bottom of page 5, we, again, have a  
19 chart to outline what the process may look like for a  
20 project with DSA approved plans. We created a new form. If  
21 you're familiar with the SFP starting with the 50s, we're  
22 going to start this program with a 70 for no reason  
23 whatsoever.

24           The first one, the 70-01, would be your  
25 application for funding. You'd submit that in. It will be

1 heavily reliant on self-certifications. We will not request  
2 copies of DSA approved plans, DSA approved plan letters, or  
3 your CDE plan approval letters. We will just ask for those  
4 dates and we'll work with CDE and DSA to get copies of those  
5 if we need them, but for now you just fill in those dates.

6           Some kind of declaration from the district or a  
7 certification that you already have full-day kindergarten.  
8 Those are those projects where you have full-day  
9 kindergarten, but they're not in kindergarten facilities.

10           The other option is, is if you plan to after the  
11 project's done, so we'd require certifications saying after  
12 I approve this project or after this project is funded and  
13 completed, we will do full-day kindergarten.

14           The reason why we'll take that certification is we  
15 know districts will be hesitant to start moving down this  
16 path of doing a board resolution, saying we're going to  
17 offer full-day kindergarten, and then not be in the funding  
18 order or fundable in this priority system. So that way you  
19 don't get too far ahead of yourselves.

20           If you get funded and apportionment from the  
21 Board, when you request your fund release, we'll ask for  
22 those certifications later or at closeout.

23           And again, so that flowchart, the way it will  
24 work, you apply for the project. We take those  
25 certifications and we'd rank them based on a priority system

1 we'll talk about later.

2 As a reminder, this 100 million comes from the  
3 state's general fund. It is cash available. It's ready to  
4 release as soon as you ask for it basically. So we'll give  
5 you an apportionment and for right now, we're proposing a  
6 hundred day fund release per period to get under binding  
7 contracts for completion of the project.

8 As soon as your project's apportioned or slightly  
9 before, we'd send you a grant agreement for the project.  
10 You would send that back to us just like you do now for the  
11 School Facility Program. You'd certify that your project is  
12 under construction or binding contracts for completion of  
13 the project, and then we'd process your fund release  
14 request.

15 So, you know, again, 180 days from apportionment  
16 to fund release. Our thought with that is from a timing  
17 standpoint of when we might take these two rounds to the  
18 Board, if the first round goes to the May/June Boards, in  
19 theory, you'd be able to do construction next summer in  
20 2019.

21 Through the next application process, the second  
22 round, you'd be fall somewhere most likely to start  
23 construction. So timing we think will work out, but that's  
24 our thought process behind that one.

25 The other type of application we are thinking,

1 this is on top of page 6, is projects without DSA approved  
2 plans. So you intend to do full-day kindergarten. You  
3 don't do now, or you have it and you want to do a project,  
4 but you don't have the money lined up for it. So we're  
5 thinking about a multiphase approach to releasing the funds  
6 for these.

7           You submit your form with everything you know you  
8 plan to do. We can work off of preliminary appraisals if  
9 you intend to buy site acquisition, but you'd submit  
10 everything you have. You don't need your DSA approval dates  
11 yet. You'll do that at fund release later on when you're  
12 ready for construction.

13           We would rank the projects. We would score them.  
14 We'd given an apportionment, the same board we give  
15 everybody else, but you'd have one year to complete this  
16 process for the release of all your cash.

17           So in terms of the phase approach, you get your  
18 apportionment. As soon as you give us your grant agreement,  
19 we'll release 25 percent of your base amount. That way you  
20 can get started on the design of your project.

21           We'll also release 2 percent of your site  
22 acquisition amount or what we call under the School Facility  
23 Program, your site other grant. That allows you to go pay  
24 for your appraisals, locate a site, do your preliminary  
25 testing, and move down that path.

1           As soon as you're able to enter into escrow, move  
2 forward along with actually locating a site, you submit the  
3 final appraisals and your escrow opening documentations or  
4 closure documentations and then we'll release your site  
5 acquisition funding to you.

6           Continue through your design hopefully in parallel  
7 and work through DSA so that within one year you are under  
8 contract for completion of the project and then you're  
9 requesting that final release after submittal of the final  
10 grant agreement.

11           If you don't need a site acquisition early, then  
12 at the construction phase, your final fund release, we'll  
13 just release everything all at once. Now, both of these  
14 application types, it doesn't matter if you're financial  
15 hardship or not. We'll allow both processes for both types  
16 of projects.

17           Another important thing, these apportionments,  
18 once they happen, it's -- the money's reserved for you. We  
19 aren't going to do a financial hardship re-review at the  
20 time you do your site acquisition or at the time you do your  
21 construction grant release. We only do it initially at the  
22 very beginning.

23           The only thing that's going to be a re-review,  
24 though, is your site acquisition hazardous waste cleanup  
25 costs. We'll fund off a preliminary estimate at the front

1 end and as you do your site fund release or construction,  
2 we'll true those up to your actuals or your appraisals. And  
3 Brian will walk through those grants and calculations a  
4 little bit later.

5 And then lastly for my portion, as part of the  
6 applications -- so again, the application form, the 70-01,  
7 we'll rely on self-certifications. A lot of dates will be  
8 collecting and all your declarations. You'll be submitting  
9 a copy of your site map, enrollment documentation,  
10 narratives explaining what your project's doing.

11 If you desire financial hardship, you'll submit  
12 those requests at that particular time. The -- we're going  
13 to go with right now tentatively the form 70-02, your fund  
14 release authorization next, so that's when you're requesting  
15 either site or construction fund releases.

16 It'll ask for updated information for everything.  
17 If you have DSA updated approval dates at that point, site  
18 approvals from CDE, you'll fill that all in at the same time  
19 and then lastly your -- most likely your 70-03 which is your  
20 expenditure report which we'll talk about most likely at a  
21 future stakeholder meeting. That's it.

22 MR. LAPASK: All right. Thanks. Brian LaPask,  
23 OPSC. So I want to talk about how we're going to calculate  
24 the grant. It's going to be very similar to SFP new  
25 construction and modernization criteria. So I don't think

1 it will be anything that you're unfamiliar with.

2 We're going to be using the SFP K through 6 grant  
3 for both new construction and modernization since these are  
4 kindergarten classrooms. So those will be the base grant  
5 amount and we're going to be loading the classrooms at 25  
6 pupils.

7 So at the bottom of page 7, you'll see a very  
8 simple example of just what the base grant would look like  
9 and these are both for two classroom projects. So we're  
10 talking about 50-pupil grants. Just for the base grant, it  
11 comes in a little under 600,000 for new construction, a  
12 little over 220,000 for modernization. That's again with no  
13 supplemental grant.

14 So flipping over to the next page, the  
15 supplemental grants are a little bit different for full-day  
16 kindergarten projects. The statute is pretty specific about  
17 which ones are included and not included.

18 So the chart at the top of page 8 will show you  
19 what is included. For retrofit projects, fire alarm and  
20 project assistance grants are available, and then for new  
21 construction projects, we have site development and that  
22 includes all four sections of site development, so service  
23 site, utilities, offsite, and general site.

24 Site acquisition, that includes the 2 percent  
25 other, the DTSC cleanup, hazardous waste, all that. And



1 then we have fire alarm and sprinkler, project assistance,  
2 and actually multilevel.

3 We didn't know that kindergarten classrooms could  
4 be multilevel, but we talked to CDE about that and it turns  
5 out that they actually can. They have to have a dedicated  
6 staircase I believe.

7 So if there are projects out there that are  
8 building multilevel and they meet the Title 5 requirements,  
9 then we'll be able to fund that too.

10 So kind of going through each one of those, we  
11 didn't want to require site development worksheets for new  
12 construction projects, and so we went back and we looked at  
13 all the projects we funded under the SFP, new construction  
14 projects that had site development in them, so, you know, we  
15 didn't include design projects and projects that didn't  
16 request site development, and it turned out that the average  
17 was about 35 percent of those projects were site  
18 development.

19 So we going to just be giving an allotment of  
20 35 percent for site development. And then for retrofit  
21 projects that have 50-year-old buildings that are going to  
22 need utility upgrades, we're going to similarly include a  
23 15 percent increase for those.

24 We did a similar study for modernization projects  
25 with those costs and it actually came out a little lower

1     than 15 percent, but we rounded it up to 15.

2             Site acquisition costs, as Michael stated, the  
3     proposed site for the project must be adjacent to the  
4     existing site. We're going to be prorating the site  
5     acquisition costs commensurate with the classroom that  
6     you're providing or the classrooms that you're providing.

7             So we'll kind of take a look at that and exactly  
8     what you need for those classrooms and we'll give you the  
9     site acquisition that's commensurate with those classrooms.

10            It'll be based on actual cost. I'll get into that  
11     a little bit more, but basically just like SFP. So if you  
12     know the cost of the site, it'll be the lesser of the  
13     appraised or the actual cost of the site you're buying.

14            You get the 2 percent or 25,000 minimum for site  
15     other and then DTSC and hazardous waste removal costs which  
16     will be actual costs.

17            So I'm moving to page 9 now. If you don't have  
18     the final site approval from CDE or you're not into escrow,  
19     we'll base the price off of a preliminary appraisal, again  
20     very similar to the SFP and you still will qualify for the  
21     2 percent and the DTSC costs.

22            And as Michael stated earlier, we'll estimate  
23     those at the beginning and then we'll true them up once we  
24     have the actual costs for those things.

25            Multilevel construction, again, we don't

1 anticipate this will be the case, but it is available. And  
2 then at the center of page 9 there, there are some a little  
3 bit more developed examples of what a project might look  
4 like.

5           It's the same example as before, two classrooms  
6 for each type of project, either a new construction or a  
7 retrofit, and -- so there are some examples there. You  
8 could see that we added in the 35 percent for site  
9 development for new construction, fire alarm and sprinkler  
10 and project assistance, and then for the retrofit project,  
11 we added in fire alarm and project assistance.

12           We think those will be the most typical types of  
13 grants that we'll see requested.

14           So as I stated a minute again, the statute's  
15 pretty clear on what is and isn't included as far as  
16 supplemental grants. So a few of the grants that you won't  
17 see are 50-year-old building pupil grants.

18           I think I just talked about the utilities  
19 associated with 50-year-old buildings are allowable, but not  
20 the actual increase per pupil grant amount. We don't  
21 anticipate there needing to be eminent domain, so there's no  
22 relocation costs.

23           And then no new school grant because again this  
24 isn't for growth. It's to house existing pupils.

25           And then also urban/security, small size project,

1 geographic percent factor increase, and the accessibility of  
2 fire code grants are not provided for in Education Code.

3           So once we accept these projects, if and when we  
4 are oversubscribed for a given round, we wanted to make sure  
5 that we had a way to prioritize the projects. So we're  
6 going to introduce priority points. I'm skipping over now  
7 to page 10, sorry.

8           There will be a maximum of 80 priority points  
9 available for a project and it's kind of in two categories.  
10 So the first category is if the district either fully or  
11 partially qualifies for financial hardship.

12           So financial hardship is yes or no, but even if  
13 they don't have -- even if they have some match, they still  
14 get a financial hardship approval, they get the 40 points  
15 associated with that. So that's half of them right there.

16           The other half will be a sliding scale based on  
17 underserved communities which really translates to mean  
18 percentage of kids on free and reduced lunch. So we have a  
19 sliding scale chart that begins on page 10 and carries over  
20 to page 11.

21           It starts at 60 percent. So if 60 percent of your  
22 pupils are on free and reduced lunch, that gives you four  
23 points right away and it goes all the way up to a hundred  
24 percent which would get you 40 points.

25           So there's a total possible priority points of 80,

1 40 being financial hardship, 40 associated with the  
2 underserved community. The underserved community is on a  
3 sliding scale, so we think that will separate it out pretty  
4 well.

5           Depending on how our discussion goes today and  
6 kind of the way, you know, this program starts to evolve,  
7 we're anticipating that we might need to bring forward  
8 tiebreakers. We don't have any proposals for that today,  
9 but we anticipate bringing that back at a future meeting if  
10 we need it. If we think we need it, we will. We probably  
11 will. We'll come up with something. We've had some  
12 experience with that recently. So we'll put that to good  
13 use.

14           As far as fund releases, if we're talking about  
15 just a design grant or the 2 percent site other grant, those  
16 will be automatically released. As Michael said, this money  
17 is coming from the general fund, so we have access to it  
18 immediately. We don't have to do unfunded approvals and go  
19 through the priority funding process.

20           For the design and 2 percent other, you do not  
21 need to submit a 70-02 which will be the new fund release  
22 form for the program. They'll be released automatically to  
23 you.

24           Site grants -- so site acquisition grants, those  
25 will be released after an apportionment's made and upon

1 receipt of a grant agreement for the site acquisition  
2 portion of the project and a form 70-02, the new fund  
3 release form.

4           And then finally for the full adjusted grant,  
5 it'll be after the apportionment. We need a 70-02. You'll  
6 be making a certification that the matching share's been  
7 deposited or has already been expended by the district, and  
8 then we'll also need an executed grant agreement.

9           As Michael alluded to a little bit, the 70-02  
10 can -- will be filled out once you have basically the entire  
11 project under contract. So I don't believe we're looking at  
12 dollar amounts so much as the scope of the project needs to  
13 be under contract and you send that in and then again this  
14 is an effort to keep the money moving.

15           It's a short window we have to get the money out.  
16 So we want to make sure that it's moving.

17           And then we're going to allow reservations of  
18 funds. So you can apply without having DSA approved plans.  
19 And you have one year -- just like the career tech program,  
20 you have one year from when you're approved to come in with  
21 your approvals and basically convert the project to a full  
22 project with full approvals.

23           If your design funds are not released separately,  
24 so if you come in for a design grant, but you don't get a  
25 chance to request them before your full grant, they'll be

1 released all at one time.

2 And then for projects that come in that do have  
3 DSA approved plans, you're going to have 180 days in which  
4 to request your funds. It's a little bit longer than the  
5 priority funding process which is 90, but we thought six  
6 months will be good and that will keep the money moving as  
7 well.

8 We do intend on providing a list of eligible and  
9 ineligible expenditures. We don't have that yet. We're  
10 developing that and so that will be discussed at a future  
11 meeting.

12 And then lastly, the audits will be local audits  
13 as with all Prop. 51 projects now and those will be just the  
14 way the new SFP projects are done. So you'll have to hire a  
15 local auditor and do it that way.

16 So with that, I think we've got through the item.  
17 We'd like to open up for questions and discussion on  
18 anything you'd like to talk about and Lisa will -- if you  
19 have a question, just raise your hand, and she'll bring you  
20 a microphone and we'll do our best to make sure that  
21 everybody watching can hear what you're asking and we look  
22 forward to your feedback.

23 Anybody have any questions or comments?

24 MR. COGAN: Thank you. Can you hear me?

25 MR. WATANABE: Yeah.

1 MR. LAPASK: Yeah.

2 MR. COGAN: Okay. I'm Jeremy Cogan from Santa Ana  
3 Unified School District. First of all, thank you for having  
4 the stakeholder workshop today.

5 I think you've answered quite a few questions just  
6 from your presentation, but a couple comments I think from a  
7 practical standpoint of working with district facilities to  
8 make these modifications.

9 One would be kindergarten playgrounds. I think  
10 you pointed out that site development was a supplemental  
11 grant under new construction, but what I foresee happening  
12 is in a lot of cases you have existing classrooms that  
13 weren't built for kindergarten.

14 And typically in a kindergarten program, you're  
15 running an adjacent outdoor play area with age appropriate  
16 play structures and materials. So for a school district to  
17 convert, let's say, a third grade classroom into a  
18 kindergarten classroom, it's not just what happens inside  
19 that classroom space, but it's the surrounding kindergarten  
20 play area as well that a district would need to have as part  
21 of its expenditure.

22 So definitely would like to see if that item could  
23 be addressed.

24 Another item sort of similar to that, other  
25 secondary effects, are things like kindergarten restrooms



1 which I assume would be part of this as that's one of the  
2 main Title 5 items.

3           Parking and drop-off as well. Kindergarten  
4 students are more often dropped off -- I'm sorry -- are more  
5 often walked to their classroom as opposed to just being  
6 dropped off at a school. So I know this all too well as a  
7 parent of a kindergartner. You're more often parking your  
8 car, walking to the classroom with your kindergartner and  
9 bringing them there, which as you're converting your  
10 half-day programs to a full-day kindergarten program, what  
11 you're really doing is doubling the demand for parking at  
12 those points in time because now you have all your parents  
13 coming at the same time instead of half and half, if that  
14 makes sense.

15           So that's another sort of example of something  
16 that even if it's an existing site, there are those types of  
17 site development costs that we would anticipate being  
18 incurred.

19           One more example of that would be on food  
20 services. Santa Ana Unified is a very heavily free and  
21 reduced lunch provider to its students. I think we're about  
22 91 percent and if you're in a half-day program, you're  
23 provided a meal before the a.m. program and after the a.m.  
24 program or before the p.m. program and after the p.m.  
25 program.

1           If you're in a full-day program, you're actually  
2 provided three meals throughout the day, so that's an  
3 additional one meal provided.

4           So other than just the marginal increase in food  
5 service operations, you're also talking about a place to  
6 have those kids eat that meal, right, a place where they  
7 actually can -- you know, whether it's in the classroom or a  
8 shade structure outside that they're having that meal at,  
9 but again, another type of factor that we wouldn't  
10 necessarily think about right off the bat, but if you're  
11 converting non-kindergarten spaces into a kindergarten space  
12 and providing that full-day program, a district would need  
13 to provide that.

14           So just -- those are a few secondary effects that  
15 I wanted to put out there for your comment or possible ways  
16 the program could address that.

17           Only other point was just to thank the staff for  
18 recognizing that -- and I believe you said this in your  
19 presentation -- that these grants are independent of  
20 modernization or new construction eligibility. It wouldn't  
21 be tapping into that eligibility for the grants. That's  
22 really separate and independent of that. I think that's a  
23 major important point for school districts because it's not  
24 always those same sites that qualify for modernization that  
25 have a need for the full-day kindergarten program

1 facilities.

2           So thank you and I appreciate any comments you  
3 have.

4           MR. WATANABE: Thank you, Jeremy. I don't think  
5 we considered any of those points, so we appreciate the  
6 feedback.

7           MR. LAPASK: Really good feedback. Thank you.

8           MR. WATANABE: You did remind me of something  
9 though that I think I skipped over a point that you reminded  
10 me of. So for the full-day kindergarten, yes, you don't  
11 need any new construction eligibility to apply to the  
12 program. It's independent from that respect. You also  
13 don't need modernization eligibility under the SFP. You can  
14 come in separately.

15           We do note that under SFP rules that if you add a  
16 classroom to the campus, we would hit your SFP and new  
17 construction eligibility for that. If you haven't  
18 established, we'll notate it, but you didn't need new  
19 construction eligibility to add that classroom, but we will  
20 deduct it if you add a classroom brand new for capacity.

21           MR. LAPASK: Anybody else have any questions or  
22 comments? Thank you. Yeah. We're in the really early  
23 stages of developing this program, so we really need your  
24 comments if you have any, please.

25           MR. PADILLA: Morning, guys. Ian Padilla today

1 representing School Facility Manufacturers Association and I  
2 did read and I saw and I heard your statement that portables  
3 don't apply for this or don't qualify for this. Can you  
4 explain that a little bit more? I'm just a little -- is  
5 that prohibited in the program, existing law, Board policy,  
6 where -- just give me a little more detail on that. I'd  
7 appreciate that. Thank you.

8 MR. LAPASK: Michael's checking right now, but I  
9 believe that was part of the statute. See if we can find  
10 that.

11 MR. PADILLA: We can follow up. I --

12 MR. WATANABE: Yeah. We can follow up. Sure.

13 MS. KAMPMEINERT: Sorry. Barbara Kampmeinert with  
14 OPSC. One of the things that we noticed when looking  
15 through the legislation is that there were a lot of  
16 similarities in the allowed costs in new construction and  
17 modernization, but there were some distinct differences.

18 And portables are specifically allowed in the SFP  
19 and it was omitted in the kinder language. So it's almost a  
20 cut and paste of what's allowed in SFP and that piece was  
21 lacking. So our understanding is that that is why portables  
22 cannot be included in this program because they were not  
23 allowed.

24 MR. PADILLA: Okay. Thank you.

25 MS. KAMPMEINERT: Uh-huh.

1           MR. WATANABE: Thanks, Barbara. And, Ian, thank  
2 you.

3           MR. PADILLA: Sure.

4           MR. REYNOLDS: Hello. Ken Reynolds with  
5 SchoolWorks. I've met with a couple of our school district  
6 clients already and there were really two big questions that  
7 came up.

8           One is what is the date for which this is really  
9 implemented in terms of if a school district just built a  
10 new kindergarten classroom for full-day purposes and just  
11 occupied this school year or what if they're occupying next  
12 year, you know, is there any retroactive opportunities for  
13 funding.

14           And then the second question I've received is if  
15 they do certify they're going to offer full-day  
16 kindergarten, is there any language in those resolutions  
17 that states how long they have to remain full-day. You  
18 know, what if we hit another recession or something like  
19 that.

20           Those are the two concerns and questions I've seen  
21 so far.

22           MR. WATANABE: From an occupancy standpoint, I  
23 don't think we've looked at or made any thoughts on that  
24 process. If it's like SFP, though, our initial thoughts  
25 would be that from that June 27, 2018, date when it actually

1 became a law, most likely contracts signed before that date  
2 wouldn't be allowed. We haven't expressly drafted anything  
3 with that thought process yes. We'll consider it.

4 MR. REYNOLDS: Okay.

5 MR. WATANABE: And then for how long, I don't  
6 think we've considered that either. Under the SFP, you come  
7 in to build a new classroom, you house your kids, but what  
8 you do from that day forward, SFP allows -- is permissive to  
9 whatever you do with that. From the state's perspective,  
10 they met their obligation. The students were housed. I  
11 think the same is most likely to the full-day kindergarten.

12 We'd be funding for these full-day kindergarten.  
13 You're allowed to run it. What happens after that, I don't  
14 know that there's going to be statute, but we'll take a  
15 look.

16 MR. LAPASK: There's got to be some more  
17 questions.

18 MR. DELONG: Hi, Chris DeLong with Hancock, Park &  
19 DeLong. Is there a more defined definition of the design  
20 requirements for kindergarten classrooms besides the current  
21 definition?

22 MR. LAPASK: I think we could work with CDE on  
23 that to get a little bit more definitive information and we  
24 could bring that forward at the next meeting, but I think it  
25 would be according to what they would require as part of an

1 adequate kindergarten classroom -- the components of a  
2 kindergarten classroom. We can bring that forward in our  
3 next item, though.

4 MR. WATANABE: Chris, are you asking more than  
5 what's in the Code of Regulations part for 14030?

6 MR. DELONG: Yeah. There's reference there may  
7 have been (indiscernible) or something --

8 MR. WATANABE: Oh, so if you have a classroom  
9 right now -- so the idea is that you don't have a  
10 kindergarten classroom that you can run full-day  
11 kindergarten and classroom out of. If you have a full-day  
12 kindergarten, it may not necessarily meet today's  
13 requirements of Title 5, but at the time it was built, it  
14 was considered a kindergarten classroom. Those projects are  
15 not eligible.

16 So we're going -- our initial thought is we rely  
17 in working with CDE. In your narrative just say this  
18 district indicated this classroom was not kindergarten, is  
19 that correct, and if not, then you wouldn't be eligible for  
20 the program.

21 But we don't have a definition because, you know,  
22 it's just like code changes, they change year to year. But  
23 the thought was that if you're compliant at the time, then  
24 you're not eligible now.

25 MR. WATANABE: Lisa?

1 MS. JONES: Oh, thank you.

2 MS. PRESTON: Hi, Laura Preston with the  
3 Association of California School Administrators. Just kind  
4 of a more of a technical question. Because charter schools  
5 aren't allowed to apply for these funds, can school  
6 districts be a pass through to build those all-day  
7 kindergarten classrooms in a charter school that's under the  
8 school district's purview?

9 MR. WATANABE: Having the school district apply on  
10 a charter's behalf?

11 MS. PRESTON: Yeah.

12 MR. WATANABE: Oh. Good question there.

13 MR. LAPASK: I don't think we've talked about  
14 that. It's something else we can check out, though.

15 MS. PRESTON: Okay. Thanks.

16 MR. WATANABE: Go ahead, Ken.

17 MR. REYNOLDS: One more item on the priority  
18 points. You mentioned the percentage of free and reduced  
19 lunches. Is that based on a district average -- total or is  
20 that for the actual school where the building's being built?

21 MR. WATANABE: That was on a district total.

22 MR. LAPASK: Yeah. Districtwide.

23 MR. REYNOLDS: And is there any consideration for  
24 a particular school because perhaps a district situation is  
25 different than an individual school?



1           MR. WATANABE: I think the statute's specific to  
2 the district, but we'll take a look.

3           MR. LAPASK: Yeah, I believe it is too.

4           MR. WATANABE: Jeremy?

5           MR. COGAN: Thank you. Yeah, two additional  
6 considerations. The first would be transitional  
7 kindergarten, is there any equivalency or mention or  
8 application to transitional kindergarten programs or a TK  
9 program run out of a kindergarten classroom?

10           Second consideration would be I can think of an  
11 example of a school where you're at capacity, but what you  
12 do is you take, say, three standard classrooms and you  
13 convert those three classrooms into two kindergarten  
14 classrooms. So now you're down one classroom. And now  
15 you've got to go back and convert something that isn't a  
16 classroom, say an office space, back into a classroom or  
17 into a classroom.

18           So sort of that ripple effect. Right now, you've  
19 created your two kindergarten classrooms, but you still have  
20 that expense of converting another space back into a  
21 classroom so you have a net zero change, right, to your  
22 classroom count.

23           Just want to see if there's any consideration for,  
24 again, that sort of secondary effect of building those two  
25 kindergarten classrooms at an existing site.

1           MR. WATANABE: You're talking about adjustments to  
2 your SFP eligibility to account for that?

3           MR. COGAN: No. Just in terms of the expenditure  
4 for a project.

5           MR. WATANABE: Okay.

6           MR. COGAN: If that would be -- you know,  
7 something that would be an eligible expenditure. So, again,  
8 you've got three -- you have no available classrooms at all  
9 at the campus, but you take three classrooms and convert  
10 them into two kinders. From a square footage standpoint,  
11 that's usually what happens.

12          MR. WATANABE: Right.

13          MR. COGAN: But now you've lost one classroom. So  
14 to get that classroom back, you take a space that's not a  
15 classroom like an office or something else and you convert  
16 it into a classroom.

17          MR. WATANABE: Okay.

18          MR. COGAN: So that's another expenditure that's  
19 sort of outside the four walls of kindergarten, but it's  
20 probably going to be related to the project. I just want to  
21 see if that -- if expenditures on that would be eligible.

22          MR. WATANABE: Okay. We could bring that back  
23 with a list.

24          MR. COGAN: Thank you.

25          MR. LENNOX: Hi, Derick Lennox from Capitol

1     Advisors Group. I have a follow-up question on the  
2     portables question that Ian asked. I understand the  
3     interpretive response -- I heard Barbara's response about  
4     interpreting the statute in that the full-day kindergarten  
5     program does not specifically allow for portables, but in  
6     that omission, I'm guessing that as an agency, you could  
7     interpret one way or another to be an eligible expense or  
8     not.

9             Is there a policy reason for not allowing the  
10    portables or is it, you know, just your interpretation of  
11    the statute is I guess what I'm asking. Thanks.

12            MR. WATANABE: Certainly.

13            MR. REYNOLDS: One other item I don't think is --  
14    you've gotten to yet is what about in the case where there's  
15    project savings or, you know, if the expenditures are less  
16    than the budget.

17            MR. WATANABE: Right.

18            MR. REYNOLDS: In theory, that would be possible,  
19    especially if you're building a new classroom.

20            MR. WATANABE: That one we'll bring that. We  
21    haven't talked about that one yet.

22            MR. REYNOLDS: And does the no portables also  
23    include modular construction?

24            MR. LAPASK: No.

25            MR. REYNOLDS: Okay.

1 MR. LAPASK: I think those are viewed as separate.

2 MR. REYNOLDS: I thought so.

3 MR. LAPASK: Yeah.

4 MR. WATANABE: Keep them coming. The more the  
5 better. It's your opportunity. We do have another workshop  
6 coming up down in Van Nuys on I believe the 13th of  
7 September in the morning. That one's at 9:00 a.m. We'll be  
8 webcast, yes.

9 And we'll bring back the comments, address any  
10 questions you had from this meeting. We'll try to bring  
11 back and make sure we address all those at a future one.  
12 Hopefully, if we get there, maybe have a little more of a  
13 draft regulation, what it might look out. Lay that out,  
14 what the forms might look like. We'll see what we can get  
15 done by then.

16 Jessica.

17 MS. LOVE: Jessica Love with Hancock, Park &  
18 DeLong. I was wondering if you'd expand on the proration  
19 for the site acquisition, how that would work.

20 MR. LAPASK: So basically, we wanted to make sure  
21 that the site acquisition funds that we're providing would  
22 only be to serve that new classroom. We don't want to --  
23 well, I don't think the statutes intended to purchase a  
24 larger site for, you know, some other projects further down  
25 the line or extra land you don't need for that project.

1           So maybe we could come up with an example for our  
2 second meeting, a little more specific example showing how  
3 we would do that proration like with some specific acreage  
4 amounts and so forth, but we basically just want to make  
5 sure that the site acquisition funds we are providing are  
6 for the project, not for anything else.

7           MS. LOVE: Right. Because there's no -- it's not  
8 intended for expanding the actual capacity.

9           MR. LAPASK: Right. Exactly. There's no --

10          MS. LOVE: I was wondering how that was going to  
11 be calculated.

12          MR. LAPASK: Yeah. We can bring an example back  
13 so we can show exactly what we envision.

14          MS. LOVE: All right. Thanks.

15          MR. LAPASK: See how everybody thinks about that.

16          MR. WATANABE: Anything else? Well, like we  
17 mentioned, we'll bring back a follow-up item. We'll take  
18 all your questions and concerns into account. We'll see  
19 what we can do about those or at least make sure we address  
20 them at our next meeting.

21                 Ideally, we'll index that -- if we're talking  
22 about the 13th, it'll have to be indexed most likely this  
23 week. So if you are on OPSC's email subscription list, stay  
24 tuned for that one coming out. We'll work on that item as  
25 much as we can get done before that time.

1           Like Brian had mentioned, we're thinking Van Nuys  
2 State Building from 9:00 to 12:00 on the 13th. If you have  
3 questions you didn't think of today, email me and Brian --

4           MR. LAPASK: Yeah.

5           MR. WATANABE: -- we will pass them along to our  
6 team and continue to work on it for the next couple weeks,  
7 and that's about it,

8           UNIDENTIFIED SPEAKER: Michael, do you have a  
9 deadline of when questions will be accepted via email?

10          MR. WATANABE: I don't think we have a hard  
11 deadline for when questions. We'll continue to work on this  
12 for the next meeting. We think we might need a third  
13 meeting for some cleanup, any last minute addresses before  
14 we actually go to the Board. So there will be an  
15 opportunity. I would just say get them in as soon as  
16 possible so that --

17          MR. LAPASK: Have time to evaluate it.

18          MR. WATANABE: Right, for the 13th. All right.

19          MR. LAPASK: Last chance. Any other questions?  
20 Thank you all for coming. We really appreciate your  
21 attendance and your interest and we look forward to seeing  
22 hopefully some of you and some new faces as well on the  
23 13th. It's exciting to have a new program, so thank you  
24 very much.

25          MR. WATANABE: Thank you.

1           (Whereupon, at 1:50 p.m., the proceedings were  
2 adjourned.)

REPORTER'S CERTIFICATE

STATE OF CALIFORNIA            )  
  ) ss.  
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